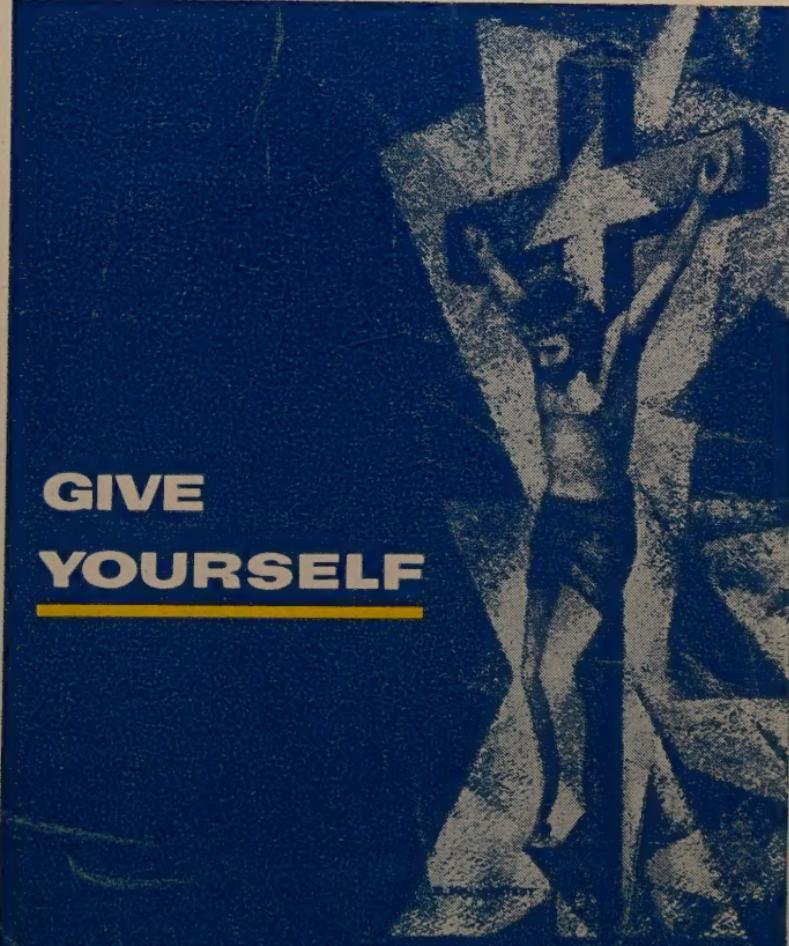


The Church School Teacher

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PARISH EDUCATION MONTH

SEPTEMBER 1957

VOLUME XXVI No. 7

THE CHURCH SCHOOL TEACHER

VOL. XXVI No. 7
SEPTEMBER 1957

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The Church School Teacher

Vol. XXVI

SEPTEMBER 1957

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From Your Director

By LAEL H. WESTBERG

WITH this issue we begin another year for THE CHURCH SCHOOL TEACHER and we start, as we do every September, with a quarterly "Helps" edition. You will find another of these "Helps" editions coming in December, March and June. Not that the other issues are not helpful. "Helps" merely means that in these special issues we run quarterly suggestions for teachers using Christian Growth Series lessons.

We hope you will look for your own department article in this edition and use it in laying out your plan of operation for the fall quarter. Get your department to use it in its Sunday school teachers meetings, too. You will find teaching doubly thrilling when you plumb the deep places in your preparation for each unit and each Sunday's lesson. Ask your pastor to use our suggested Bible study in giving you background for the Biblical bases

of the lessons. Rework the unit and lesson aims so they are your own. Teach with clear objectives in mind. You will notice the difference; and your pupils will, too. Study the resources suggested in the "Practical Information Period." You will get new ideas and techniques to help you open doors to the hearts and minds of the members of your class.

How are you approaching your high call and privilege to teach? Are you anticipating great joy and rare experiences for the coming year? Do you believe amazing things will happen to you and your pupils because God through Christ will be at work in them and you? Are you a little fearful? Are you holding to God's sure promises to uphold you? May our Lord be with you every minute of the coming year to encourage you, to give you energy and inspiration and understanding so you can help people

grow in their Christian life. Work hard and pray hard. Many individuals will be depending upon you this year for their Christian nurture. God will be depending upon you for the task He has assigned to you, too.

A Fine Tool

Our job in the Parish Education Office is to help you in your teaching. One of the fine tools we have sharpened the past few years is the Sunday story paper. We have three: *'Til 8 Stories* for the very young, *Junior LIFE* for the fourth, fifth and sixth graders, and *TEEN TALK* for the junior and senior high students. These weekly papers are geared to the Christian Growth Series lessons and therefore are a follow-up of your week-by-week teaching. Sunday schools using story papers other than our Augustana series are missing excellent teaching tools.

'Til 8 Stories illustrates particularly well this fall what the Sunday story paper can do to help teaching. The Fall Quarter for primary is entitled "Bible People and God." The quarter opens with an eight-week unit, "The Every-day Life of Bible People." This is a very fascinating study which the children will enjoy. But the teacher will be hard pressed to cover all the interesting material. Here is where *'Til 8 Stories* can be

a help. For the story paper will run an eight-week feature on life in Bible lands. Beginning October 6 each issue will have cut-out characters and objects as well as other materials which will help make living in Bible times vivid for the children. Such areas of life as family and home life, working in the fields, the market place, transportation, festivals, and the trip to Jerusalem will correlate closely with the fall lessons. The *'Til 8 Stories* feature will be not a simple coloring-cut-out project. Included will be dialogue carrying out one family activity with each lesson. There will be suggestions for additional play activity for the child, as well.

No child in the primary department should be without *'Til 8 Stories* this fall.

Give Yourself

This year Parish Education Month (September) has stewardship as its theme. The Parish Education Month poster is the best we have had in years, a modern figure of Christ on the cross and the simple words, "Give Yourself." The tracts follow through on the theme as follows: Give Yourself in Study, Give Yourself in Teaching, Give Yourself in Worship, Give Yourself in Giving, and Give Yourself in Witnessing.

You will want to take advantage of this excellent material. The

osters will be sent to your pastor. See that they are displayed in prominent places. And be certain that tracts are ordered for distribution to your congregation.

Stewardship is something young and old need to learn. God spared nothing to give His children everything they needed for life and happiness. Crowning His gifts was the gift of Jesus, the Savior. God gives because He loves. We should never be permitted to forget that. God loves enough so that He died for us and lives for us. We must love Him enough to give our lives to Him.

What a lesson we need to learn about giving ourselves. What a

lesson we need to learn about using what God has given us in serving Him and His people. We can use what He has given us, the atom, for example, for our own selfish purposes. Such use leads inevitably to destruction. We can use what He has given us, the atom, for example, for the service of mankind. This will lead to great benefits for all.

Young people must learn stewardship early. Parish Education Month, 1957 and the year which follows can be a deciding factor in many young persons' lives if you and your church school will teach stewardship.

Give yourself!

Gather Milkweeds Now for Christmas Decorations

By EVELYN WITTER

Now is the time, when milkweeds shed their seeds, to gather some decorations for your church and Sunday school rooms.

After you have gathered the pods, carefully paint them a poinsettia red. Leave a small stem on each pod.

When December rolls around you will have no-cost decorations already. To use these pods all you have to do is arrange the pods in poinsettia-like blooms among evergreen branches on piano tops, window sills, etc.

The decoration is beautiful!

Suggestions for Your Next Three Staff Meetings

► For Your September Meeting

The purpose of the September meeting should be to study and make detailed plans for the October Sunday school sessions. The following is a suggested plan:

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "The Scriptures," with this outline:

Introduction—2 Timothy 3:16-

17

I. Are Inspired of God

2 Peter 1:20-21

II. Are Profitable for Teaching

Matthew 7:12; John 15:12-14;
Romans 15:4; 1 John 4:7; Proverbs 1:7

III. Are Profitable for Reproof,
for Correction

Ecclesiastes 5:2; Jeremiah 10:
23-24; Matthew 12:36-37; Mark
10:13-16

IV. Are Profitable for Training
in Righteousness

Deuteronomy 10:12-13; Micah
6:8; John 16:12-15; 20:30-31;
Proverbs 16:3; Ecclesiastes 12:13;
Matthew 22:35-39

V. Are Profitable for Equipping
for Every Good Work

Exodus 15:2; Numbers 6:24-
26; Joshua 1:9; Hebrews 13:6;
Psalms 19:14; 37:3; 138:1-3,
7-8.

The Practical Information Period
—thirty minutes.

This discussion could appropriately center on the importance of "My Call" as a church school teacher. Possible resources for such a discussion would be:

Ways of Teaching—Andersen
pp. 7-17, 44-46

Teaching for Results—Edge
chapter 15

*Sunday School Administration
Manual*, pp. 6-10.

Department Study and Planning Period

—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the fall quarter lesson material and this issue of **THE CHURCH SCHOOL TEACHER**. (See the "Helps" articles for the departments.)

The teachers under the direction of the department leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
 - a. Biblical bases and aims.
 - b. Activities and materials needed.
 - c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

For Your October Meeting

The purpose of the meeting in October would be to make plans for the November Sunday school sessions.

Opening Worship—five to ten minutes.

ible Study—thirty minutes. The theme is "Parallels in the Old and New Testaments."

I. *Sacrifices and the Priesthood*

Leviticus 6:1-7 (also other selections from Leviticus may be used) Exodus 25-27; 1 Samuel 2:12-18; Hebrews 9 and 10

II. Festivals

A. *Festival of Booths—Thanksgiving*

Deuteronomy 16:13-15; Leviticus 23:33-36; Nehemiah 8:13-18; Hebrews 13:15; 1 Corinthians 15:57; 1 Thessalonians 5:18

B. *Passover—Easter*

Exodus 12:1-28; 1 Corinthians 5:7-8

C. *Festival of Weeks—Pentecost*

Leviticus 23:15-22; Acts 2:1-5

III. Worship

Psalm 116:17-19; 1 Kings 8:27-30; Psalm 84:1-2, 10; 95:1-2, 6-7; 89:1; 100

IV. Dedication to Service

1 Samuel 1:1-2, 12; 3:1-19; Romans 12:1-2.

The Practical Information Period
—thirty minutes.

"My Lesson Plan" could be the topic of this discussion period with the following suggestions serving as resource material:

God's Master Builders—Nolde and Hoh, chapter 3

Teaching for Results—Edge, chapters 6, 7 and 11.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See suggested out-

line for the September meeting. Refer to "Helps" articles in this issue of *THE CHURCH SCHOOL TEACHER*.

► For Your November Meeting

The purpose of this meeting would be to make plans for the December Sunday school sessions.

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "God's Plan."

I. In the Land of Canaan

A. Saul's Rule

1 Samuel 10:15

B. David's Rule

1 Samuel 16:1-13; 2 Samuel 2:1-8; 5:1-5; 6:1-15

C. Solomon's Rule

1 Kings 1:32-37; 3:3-14; chapters 6-8

II. In the City of David

A. The Prophecy

Micah 5:2; Isaiah 9:6; Psalm 72:10-11

B. The Fulfillment

Luke 2:1-35, 39; Matthew 1:18-2:23

III. In the World

Isaiah 52:7-10; Matthew 28:

19-20; Matthew 6:26, 28-30; 25:40; Acts 20:35; 1 Peter 5:7; James 1:7.

The Practical Information Period—thirty minutes.

This discussion period could center around the theme "My Class Session" with the following resource materials giving suggestions for information:

God's Master Builders—Nolde and Hoh, chapter 2

Sunday School Administration Manual, page 31

TTT School Charts II and III.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. Refer to the outline for the September meeting and the "Helps" articles in this issue of *THE CHURCH SCHOOL TEACHER*.

All texts mentioned are available through Augustana Book Concern, Rock Island, Illinois. The *Sunday School Administration Manual* and Charts II and III may be ordered from Augustana Board of Parish Education, 2445 Park Avenue, Minneapolis 4, Minnesota.



Helps for Teachers of Kindergarten

by ELAINE S. OLSON

*Based on Christian Growth Series
Kindergarten I, Fall Quarter*

THE warm colors of autumn leaves, renewed recognition of our many blessings, the reminder that our victorious Savior came to earth as a human child in an ordinary family—all of this is part of the fall quarter for the kindergarten classes. The season when the yield of the harvest is being stored is a natural time to thank God for all that He has given but the specified date for thanksgiving observances varies. Church schools in Canada should use Unit B, *"Jesus Helps Us To Be Thankful,"* to coincide with the national holiday.

New ideas come more easily with the beginning of a new season. Remember those resolutions made last year that certain errors would not be repeated? Bear these in mind while making preparations for this new school year. Inform parents early about plans in which they should share. This includes

helping children learn words to their songs. The opening of the fall quarter is a good time to mimeograph words of all songs to be used during the quarter. Look ahead in making plans now so that the Christmas songs may be included on this sheet, and see that parents get copies. Perhaps some of these song sheets could be the conversation piece for teacher's home visits.

With the opening of the new school year many four-year-olds will come to church school for the first time. Help them to become adjusted to being with the group. Introductions with some comments help in getting adults acquainted. The same technique may be used with little children. "Linda, this is Susan. Please show her our pictures of Jesus at the temple when He was a boy." Those children who have attended church school before can be of help in transfer-

ring attitudes and patterns of action to new class members. Consistent use of a signal, such as a phrase of music, will give the children confidence in the teacher's direction. Never presume that all the children understand just because they all follow the group. Both in preparation for worship and when introducing a story take time for conversation, ask questions, give further information and try to make sure that children have understanding of what is being presented. So that songs may be really understood explain and discuss words even to the old familiar numbers.

There are story-telling suggestions on pages five and seven of the Teacher's Guide. Consider your own personality and how best you can teach the boys and girls that will be in your class this year. Use the Teacher's Guide, read the ideas given for each unit and lesson, and then heed the line in italics on page six. Use your own good judgment, bearing in mind the local situation where you teach.

Unit A

We Come to Learn About Jesus

The purpose for our school is given in the unit title and the basic teaching that Jesus is our friend is taught and reviewed in the first session. But why are we preparing these lessons, why should the four-

and five-year-olds learn about Jesus? It is not just as a preparation for adult church membership or to avoid the tortures of eternal separation from God. Jesus wants a more abundant life for His followers while they are yet here on earth and that is the basis of the second aim of each session in the unit. Having Jesus as a friend should make a difference in everyday living for the kindergarten child as well as for older Christians.

The suggested unit activity is helpful to the degree that it is used to help the children learn better why we come to church. Make every activity an integral part of the aims for the unit and the session.

Unit B

Jesus Helps Us to Be Thankful

One of the first expressions which we teach little children is thank you. It may be a "ta-ta" but it will serve the child to acknowledge that other people help to gratify his needs and desires.

So, too, we want to help children express their gratitude to God for all good things. Some of the first prayers which children can give in their own words are thank you's for everyday blessings.

Learning that the actual meaning of the word "thanksgiving" is giving of thanks, and not just a condensed form of roast-turkey

candied-sweet-potatoes-pumpkin-pie, can make a difference in a child's celebration of the occasion each year of his life.

A unit project for the children could be a booklet of prayers. The teacher should prepare copies of the day's Bible verse and prayers which the children paste on a sheet, one for each Sunday of the unit. There are some suggestions in the lesson leaflets. Include table graces, bedtime prayers and general prayers of thanksgiving. A cover may be made of colored construction paper with a suitable picture, possibly a family at prayer, or there are bulletin covers with appropriate designs which may be purchased. Some extra prayer suggestions might be found in a little book like *When I Pray*, by Olive W. Burt, published by the Warner Press.

Unit C

God's Christmas Gift

Christmas should include giving as well as receiving even for preschool children. If the department is to give a Christmas gift to some institution make plans for this at the beginning of the quarter. Clear details with the institution management before explaining the project to the children. If a thank you letter comes be sure to show and read it to the children. This age is very literal and likes concrete examples of such a response.

Plans for sharing the Christmas story with the parents should be made early also. Let the children's part be a natural expression of what has been learned in the sessions of the Christmas unit, not an exhibition for the amusement of adults. These joyous facts have been taught to the children in a serious manner and do not deserve to be laughed at. Attitudes developed here, too, will color this celebration each year as the season approaches.

A Moving Experience

Story-telling of these familiar details can be a moving spiritual experience for the consecrated teacher. Consider carefully the words used in session thirteen in telling of Herod's action. Note that he wanted to hurt Jesus, a little baby. Those who were in the class during the summer quarter may be reminded again of the family care which God has planned for little children.

For an individual summary of the Christmas unit each child may complete an accordion fold chart or triptych. Cut pictures from old Christmas cards and sort in envelopes by subject, e.g., Bethlehem silhouette, shepherds on the hills, crèche scene with and without shepherds, wisemen on journey, and wisemen worshiping. Have each child choose one picture from each group. If each picture is chos-

en and pasted before another is selected the end result can be in chronological order. You don't have enough cards saved for this activity? Perhaps you can enlist the co-operation of friends to save them for you this year, and work out a similar project next year!

Christmas tree decorations are suitable for gifts or for the classroom tree. Heavy colored metal foil may be purchased in sheets at a hobby shop and cut into one and one-half inch squares. Wool yarn cut into suitable lengths (about twelve inches) and knotted with a small bead can be threaded into large blunt-pointed needles. Have these materials prepared before coming to class. Each child may choose five or six squares, colors mixed or matched, and string them

on the yarn. If they are off center or the corners get bent that lends variety! They can be tied on the tree branch with a single knot. (Older children can cut the foil in designs and make similar decorations.)

Teachers, please follow the formula of first getting an overview of the entire quarter, then planning a unit at a time before coming to the individual study of separate lessons. This will give more meaning to each Bible story as it contributes to the aims for the unit, and as the units are part of our objectives in Christian education. Looked on page four recently?

(*When I Pray* is available from Augustana Book Concern, Rock Island, Illinois.)



Helps for Teachers of Primary

by SISTER GERTRUDE HILL

*Based on Christian Growth Series
Primary II, Fall Quarter*

SEPTEMBER! School! These days the children eagerly hurry off to school. How thrilled they are with their new experiences in the classrooms. They are enjoying meeting and making new friends—their teachers and classmates. Teachers and pupils anticipate interesting times through their learning experiences.

How about the church school? Are the primary children in your church school eagerly looking forward to new experiences when they are promoted to their new classes this month? Are the primaries hopeful that their new teachers will provide interesting learning experiences from Sunday to Sunday? Are both the teachers and the children aware of the vital importance and urgency of Christian nurture? Are the teachers prepared to simplify or expand the lesson content to the experiences and knowledge of their pupils?

These and similar questions confront the church school teachers of the Primary Department at the beginning of the church school year. As teachers do we approach these issues from the point of view of the children's needs and capacities for Christian growth? Or, are we chiefly concerned about the course content and teaching methods? It is not a matter of child-centered versus Christ-centered teaching. Rather our greatest concern is that there is a proper balance so as to bring the child to a living fellowship with Christ as his personal Savior.

Thus, the teaching in the church school must contribute to the nurture of the primary child's Christian faith. It appears, then, that we must begin with the child where he is in his Christian growth and bring him to where he ought to be in this stage of his spiritual development. It is well to read

carefully the desired outcomes for the primary child as they are found in the Teacher's Guide. Here we see the goals that give us a sense of direction in the teaching of the Christian faith to girls and boys in our class.

Child Must Express Himself

As we become acquainted with the children in our class we discover the individual needs as well as the predominant needs of this age group. It is apparent that the primary child is both physically and mentally active. To channel these energies in the right direction, the teacher must provide a variety of activities during the class session. Unless the teacher gives the child an opportunity to express himself through planned activities directly connected with the lesson, the child will find things to do which may not always be desirable nor contribute to his Christian growth.

The primary child is intensely curious about spiritual matters. This is revealed in his desire to learn about God, Jesus, the Holy Spirit, sin, forgiveness, prayer, baptism, death and heaven. As teachers we need to be constantly alert to incorrect ideas and misinterpretations which the child reveals through his inquiries.

The primary child lives in the world of today. Our aims in teaching must certainly be of a

practical nature related to the everyday life of the child. On every hand there is the challenge to "train up a child in the way he should go."

In addition to recognizing the needs of the child in the nurture of his Christian faith, there is also the capacity for the child's Christian growth to be considered. The child's capacity for Christian growth is an important God-given characteristic to be developed and strengthened.

With the child's needs and capacities for Christian growth in mind, we look to the curriculum which will satisfy his needs and strengthen his capacity for Christian growth.

Overview

Now for a brief overview of the year's course. The Fall Quarter presents a study of Bible people and God. The first unit gives the children a picture of the land of the Bible, and the life of the people of Bible days. These lesson will enrich the background for Bible stories and events. It will give the child a familiarity with the kind of living described in the Bible. A unique enrichment correlating with this unit of lesson will be the eight-week feature of life in Bible lands to be run in the church school story paper, 'T 8 Stories. The second unit of the Fall Quarter begins with a less-

which stresses God's care throughout the year. The remaining lessons in this unit give the events of the Christmas story for the purpose of helping the children understand the true meaning of Christmas.

The Winter Quarter brings us to a study of The Lord's Prayer, David, the Shepherd Boy, and the growth of the Christian Church.

Then the Spring Quarter emphasizes the strengthening of the Christian and the Church in the prayer life, particularly intercessory prayer. This quarter closes with the example of Joseph in the living of the Christian faith.

For a more detailed study of the Fall Quarter, we read through carefully the Teacher's Guide so as to evaluate the aims in relation to the pupil's needs, to study the Biblical basis of each lesson and to make marginal notes by the suggestions for developing the lesson content.

Time Determines Activities

The selection of unit activities is largely determined by the amount of time for the class session as well as the facilities for carrying out the related activity. Too often we think the child must take home something every Sunday. Often it is much more interesting to devote several Sundays to developing and completing a project which follows a sequence

from several related lessons. The presentation of the Bible stories and memorization of the Bible verses comprise the major portion of each session. These take precedence over the related activity.

There are several books which would enrich the study of Unit A, "The Everyday Life of Bible People." The following are excellent for browsing and resource materials: *A Picture Book of Palestine* by E. L. Smither and *Living in Jesus'-Day* by Minor and Bryant.

Audio-Visuals

The S. V. E. series, "Living in Bible Days," has five filmstrips of which three are specifically adaptable to sessions 2, 4, and 5 of Unit A. These filmstrips are entitled "At Home in Nazareth," "Market Day in Galilee" and "A Trip from Nazareth to Jerusalem." In the use of these filmstrips the teacher should preview the filmstrip so as to prepare the children in looking for definite things as the filmstrip is viewed. This preparation will guide the children in their participation of a follow-up discussion. If your church or district visual aids library does not have these filmstrips on hand, they can be secured through Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

The Christian Growth Series

Picture Set, Primary II, has several large pictures of the everyday activities of the Bible people in Palestine.

There are several books which will be helpful to both the teacher and the pupils in the study of Unit B, "Some Things We Know about God." These books are: *Tell Me About God* by Mary Alice Jones, *Tell Me About Jesus* by Mary Alice Jones, and *The Christmas Promise* by I. B. Stolee. The latter book explains the true meaning of the Christmas celebration.

The emphasis in Unit B is upon the Christmas celebration. The arranging of a manger scene with the figures of Mary, Joseph, the baby Jesus, shepherds and wise-men can prove to be an interesting activity for the worship center. This can be assembled over a period of several Sundays. In session 11 the manger scene with Joseph, Mary, baby Jesus and shepherds is placed on the worship center. For session 12 the

wisemen are added to the manger scene.

The Teacher's Guide offers several suggestions for making Christmas gifts. However, the main purpose for making gifts will be to help primary children grow in being thoughtful of others.

We have just briefly examined the Fall Quarter in noting the emphases of the lesson content and the various ways to teach the sessions from the point of view of satisfying the needs and capacities of the primary child in his Christian growth. Each teacher will continue with detailed lesson preparation and planning from day to day and week to week under the guidance of the Holy Spirit. What a privilege to be entrusted with the sharing of the Gospel of Jesus Christ!

(All books mentioned and the CGS Picture Sets are available from Augustana Book Concern, Rock Island Illinois.)



Helps for Teachers of Juniors

by MARY NORDLUND SHUEY

*Based on Christian Growth Series
Junior II, Fall Quarter*

A HAPPY New Year! This quarter starts the new year or cycle in the church school and we hope that it will prove a happy and a fruitful year. We shall be guiding a group of ambitious and curious youngsters into new territory and experiences. We will want to increase our knowledge and understanding during this venture. By the end of this year's journey we should be able to look back and see that we have grown in fellowship with God; that our Christian faith has been manifest in our daily living; that we have become more aware of the needs and opportunities in our church and neighborhood; and that we have acquired a whetted appetite for reading the Bible and other good Christian material.

We shall be going into fresh territory because this is the first revised material for the Junior Department. That fact alone gives us the urge to peek in to see what is in store! The revised course will retain the same names

for each of the four quarters. Have you noticed that each year the Junior Department follows the same interesting sequence of material, i.e., the Old Testament, the New Testament, the Church and the individual junior?

In the revision, consideration has been given to the fact that approximately a third of the juniors will have been recently promoted from the Primary Department. Additional helps are given for the teacher on how to simplify the work for the fourth grade pupils. Whenever the enrollment is large enough, this situation would be better handled if that grade could be in a class by itself.

The Revised Standard Version of the Bible is used throughout the course. Therefore it becomes necessary for the class to have the use of this version to do the written exercises.

When making preparations for the new quarter, plan to read the pupil's Study Book and the Teach-

er's Guide in their entirety. Read also Cooper's *The Story of the Old Testament* or any other resource books for additional information on this period of Bible history. Making plans for months in advance will assure better teaching. You, as the teacher, will experience a relaxed composure even when unexpected disruptions occur. You can more effectively guide the juniors in their thinking when you are well informed and are alert to the aims of the lessons.

Our Father's Business

Progressive and smooth-running businesses don't "just happen." Plans are laid out well in advance and are executed to the best of the personnel's ability. We are in our Father's business, helping to mold and to guide human souls. Our position and responsibility far surpass that of any other business! How well do we prepare to fulfill this privilege? The Bible lesson taught should always serve to convince the juniors to decide to live a life obedient to God's will. Almost every lesson in this quarter shows the joy and blessings experienced by the faithful and the bitterness suffered by those who would not put their trust in God.

Before introducing the new quarter to the juniors, use some method to review the Fall Quarter of Course I. With the use of the Bible, show them that this in-

cluded about a third of the Old Testament. Use any related activity carried out last fall which pictures the chronological sequence. If none is available, then prepare a chart with a list of the names of the leaders, or a time-line to aid in the review discussion. The fifth and sixth graders could be given a previous assignment to prepare for this review. Encourage the juniors to keep their completed Study Books for their own library to be used for later reference.

Help the pupils to see that the first lesson in this book is a continuation of the last lesson of Course I, Fall Quarter. Before leaving his people Moses had transferred the leadership to Joshua. The new quarter is introduced by Joshua leading his people into the Promised Land. It includes the portion of the Bible from Joshua 1 to 1 Kings 12.

Get a General Picture

Following the review, distribute the Study Books. If you have a pre-session period, this should be done at that time. Together with the class, page through the book to get a general picture of its content. Note the title of each unit and the lessons included. The memory work chart includes the Bible verses and the portion of the *Catechism* to be memorized. It would be advisable to compare the wording of the *Catechism* on

hand with the newly revised *Catechism* for the Augustana Church, which is just "off the press." Plan an activity for the quarter that best depicts the chronological events of this portion of the Bible. Detailed directions for various activities are given in the book *Here's How and When* by Keiser. This activity should be carried on in addition to the unit activities as suggested in the Teacher's Guide. Make plans to bring in current missionary information by using the Women's Missionary Society educational material, *Christian Growth Through Sharing* for Junior II—1957-1958.

Map Work

Unit A is entitled "Conquerors of Canaan." Secure a good wall map of Palestine to use with the maps in the pupil's Study Book. You will find *The Graphic Bible* by Lewis Browne a valuable book of maps. Doing map work will help the juniors to be made aware of the fact that the Bible tells of real people who lived in real places and that God had a plan in life for them as He does also for us. It would help the juniors to better understand the Bible people by studying their customs. Every lesson in the Teacher's Guide includes some of this information. An article called "Food and Festivals of Ancient

Palestine" will appear in the church school story paper, *Junior Life*, on October 13 and 20. Bring this to the attention of the juniors and in the discussions use the information given. It would be worth while to file this article for future use.

Family Worship Book

Unit B entitled "Family Life in Canaan" presents incidents in the lives of three families. The activity suggested for the unit is to make a family worship book titled "God in Our Family." Make the most use of the opportunities during this project to explain the meaning and the need of family worship. Encourage the juniors to use the daily worship thoughts found in the church school story paper, *Junior Life*. These meditations are planned to correlate with the lesson of that week. Bring to class some daily devotional books. *Teach Me to Pray* by Bill and Bernard Martin is an inspiring devotional book for juniors.

Unit C entitled "National Life in Canaan" shows the need of national leaders to place their trust in God. The family worship book activity is continued throughout this unit with the emphasis on the life of a nation. Include prayers for the leaders of our nation. Plan to have each junior complete the devotional book in time to take it home before Christmas. On a

Christmas greeting to the parents, suggest the use of this family worship book. It could be of real value to the families who ordinarily do not have daily family devotions or special Christmas devotions. If a program is planned to be presented by the church school for the parents, the Junior Department could arrange its own presentation by enlarging upon the family Christmas worship.

May you and the juniors be richly blessed and be convinced that the only way that a nation, a family or an individual can truly

"conquer" is by being faithful to God.

"Great is Thy faithfulness, O God
my Father,

There is no shadow of turning
with Thee.

Thou changest not, Thy compas-
sions, they change not,

As Thou hast been, Thou for-
ever wilt be."

(All books mentioned and the story paper, *Junior Life*, are available through Augustana Book Concern, Rock Island, Ill. Missionary education material should be ordered from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Ill.)



Helps for Teachers of Intermediates

by ANNETTE JOHNSON

Based on *Christian Growth Series*
Intermediate II, Fall Quarter

HOW well acquainted are you with the Old Testament? You and your class of intermediates should be *better* acquainted after you have studied together the next three quarters of the Christian Growth Series. The Fall Quarter, "Getting Acquainted with the Old Testament," provides interesting background information for the Winter Quarter, "The Rise of the Hebrews," and the Spring Quarter, "The Hope of the Hebrews."

This quarter should deepen your appreciation of the Old Testament, as well as that of the intermediates. If the aims for this quarter are to be attained, careful planning and much preliminary study on the part of the teacher is necessary. Well in advance of teaching this quarter, study carefully the Study Book

and Teacher's Guide so that you get a complete picture of the quarter. This quarter lends itself to much research on both the part of the teacher and the intermediates. It will be, however, well worth the extra time and effort. Make use of as many of the suggestions given in the Teacher's Guide as you find suitable for your class and for which you have time.

The Bible will, of course, be your textbook, but some good reference books will provide additional information that will make this a most interesting quarter. These should include a good *Bible Dictionary* (Harpers), *Bible Atlas* (Nelson, Rand McNally or Westminster), *Commentary*, and Miller's *Encyclopaedia of Bible Times*. Be on the lookout for articles in current magazines and newspapers which make reference

to present day happenings in Bible lands.

The Fall Quarter is divided into three units: "The Book," "The People," and "The Land and the Times."

Over-all View

The two sessions of Unit A call for an examination of the Old Testament. This should give the intermediates an over-all view of its books, their origin, arrangement and what is recorded in them. Give your pupils an opportunity to look up books, events and personalities in the Old Testament. This will help them learn and locate the books of the Bible. A large chart might be made by the intermediates listing the books of the Old Testament indicating the four divisions and what is recorded in each. If this is placed on the bulletin board or wall, it may then be referred to from time to time during the quarter.

The section entitled the "Three Threads" is the most important part of this unit and the most time should be devoted to it. Make use of the suggestions in the T. G. for teaching this section.

Additional interest in this unit may be created by having, if possible, a display of different versions and translations of the Bible and a copy of the Old Testament Apocrypha. These might be borrowed from your pastor or perhaps

secured from your local library or friends. Much interesting information on the Bible may also be secured free of charge from the American Bible Society. The intermediates should also find it interesting to do some research and prepare a report on the Dead Sea Scrolls or other topics relating to the Bible and its development.

O. T. Home Life

The eight sessions in Unit B will serve to acquaint the intermediate with the home life, occupations, customs, festivals, singing and worship of the people in Old Testament times. As you discuss these phases of Hebrew life, try and relate them to the life of people today. Research projects by the intermediates on the various topics included in this unit will prove most interesting. Make these assignments at the *beginning* of the *quarter* so that the pupils will have plenty of time to prepare these reports to have them ready to present when you are ready for them.

In session 3, a comparison of the homes and occupations of the people of Old Testament times with those of today should prove interesting. Call attention to the great family loyalty of that time and the great emphasis on religious education for which the *family* was largely responsible.

Session 5 should help the inter-

mediates understand something of the theme of the books of Proverbs and Ecclesiastes. These are referred to as the wisdom literature of the Bible. Proverbs is referred to as the "book of applied religion" and Ecclesiastes deals with the futility of life without God. Help the intermediates see the purpose and the meaning of Proverbs in the life of the Hebrew people; and likewise, what they might contribute to our lives today. The intermediates should enjoy recalling Proverbs they know and finding out which ones are found in the Bible. Have them look up, read, and discuss some of the better known. Also, encourage your pupils to memorize a few.

Holidays

In session 6, the intermediates will enjoy comparing the Hebrew holidays with those we celebrate today. If some of your pupils have some Jewish friends, they might be able to get some first hand information. Point out that the Jewish holidays all have a religious significance, and that even today most Jewish families are very devout in observing them.

Session 7 is a study of the worship service of the Hebrews. Compare their service with that of our Lutheran service. A visit to a Jewish synagogue would be an interesting activity, if arrangements can be made to do so. It would

be best to make this visit sometime during the week after the lesson has been taught. In the section on sacrifice, do not overlook reminding the intermediates of the *greatest* of all sacrifices—the *reason* that sacrifices are not necessary in the Christian church.

Psalms

Sessions 8 and 9 are devoted to the book of Psalms, the hymnbook of the Bible. Parallel the study of the Psalms with our own hymnal, pointing out that our hymns are grouped in a way similar to the Psalms. The intermediates might pick from our hymnal hymns which would be representative of each of the five divisions of the book of Psalms. They might also pick out hymns which are a rewording of some of the Psalms. Much of our liturgy comes from the book of Psalms. If time permits, have some of the class members find out which parts are taken from the Psalms.

Session 10 introduces the intermediates to the book of Job. Job deals with the suffering of godly people. The intermediates will likely bring up many questions and problems in regard to the suffering of Christian people; whereas, it may seem that the non-Christian is often spared such suffering. Do not spend so much time in discussing the problems of suffering that no time is left for

the study of Job. An important observation that should come out of the discussion is that the sufferings of Job deepened his faith. Help the intermediates to understand that the "why" of suffering is not the important point; but, that we have a loving God who will stand by us and see us through. The intermediates may find it interesting to try some drama for this lesson. Select a class member to portray the part of Job and another one of his friends. Pick out some of the most significant parts of their speeches for dramatization.

Geography

Unit C will provide a working knowledge of the geography of the Old Testament times and should stimulate interest in further study of geography for an appreciation of the Old Testament. If possible, have several Bible atlases available for the use of class members during the study of this unit. It will be more interesting for them if they can see the location of the places they are talking about. *The Geography of the Bible* by Baly will also provide much helpful information.

Knowing where the Bible people lived will help the intermediates understand the Bible and its people better. The information acquired in this unit should make a good background for the study

of the Winter and Spring Quarters of the Christian Growth Series.

Session 11 is a study of the "promised land." After a study of the promised land, make a comparison of it with the area in which you and the intermediates live.

Session 12 is the Christmas session. If it does not fall on Christmas, arrange your lessons so that it will. The study preserves the historical setting of Jesus' birth and still retains the unit theme. It brings out the way Bethlehem developed its local claims to fame. While this lesson is a study of geography, do not fail to spend some time upon the significance of Jesus' birth and His descent from David. Point out that it was not just an accident that Jesus was born in Bethlehem.

Session 13 deals with the ancient empires that played a role in the life of the Hebrews. It should prove interesting to make a comparison of the empires during Bible times with those of today. Be on the lookout for articles in current magazines and newspapers.

Don't you agree this will be an interesting and worth-while quarter?

(All books mentioned are available through Augustana Book Concern, Rock Island, Ill. Check with your pastor for the address of the American Bible Society office nearest you.)

Helps for Teachers of Seniors

by REV. ELMER E. CHRISTIANSEN

*Based on Christian Growth Series
Senior II, Fall Quarter*

The First Fifteen Centuries is a study of the Christian church up to the eve of the Reformation. While your seniors will not spend as much time with their Bibles in some of the lessons in this quarter as they have in other quarters, they will be adding to their knowledge and understanding a vital field of study. The Christian church of today can be understood only in the light of its history. History is not—and need never be—a study of the unimportant and uninteresting past. History is a record of dramatic and significant events. In the history of the Christian church, one can find increased interest in these dramatic and significant events because of the persons who caused them or were involved in them. Do all in your

power to make this quarter an interesting venture.

In addition to the reference books suggested in the Teacher's Guide, you may want to include *The History of the Christian Church* (revised) by Lars P. Qualben and *The Church in the Changing World* by Theodore G. Tappert in your list. They will provide you with a wealth of material that can make the difference between an ordinary and an interesting class.

The Department of Parish Education has a set of five 4-page worksheets on the history of the Christian church. Copies for class use together with a Teacher's Guide may be had free of charge by ordering from the Department of Parish Education, 57 E. Main St., Columbus, Ohio.

The filmstrips suggested below should be previewed before they are purchased or rented to be sure they fit into your plans for teaching the various lessons.

Rev. Christiansen is assistant to the director of the American Lutheran Church Board of Parish Education.

Lesson 1

The foundation for the quarter is laid in this lesson. It will be important to get a clear understanding of what the church really is. The four scripture passages on pages 6 and 7 of the Study Book will help, as would an analysis of the hymn on page 6.

Lesson 2

"Into All the World" is more than the study of the challenge given the early church. It is our challenge today. The problems which confronted the early Christians were serious ones. Wrong answers to these problems could have had killing effects upon the small church. Include other races in point one under "Some Searching Questions."

Lesson 3

Divide your class into buzz groups; assign a Scripture passage to each group, and have them look for characteristics of the early church in these passages and be prepared to compare these characteristics with those of the contemporary church.

Lesson 4

"Christianity and 'Other Religions'" could well be a course in itself. Perhaps this will suggest some topics for evening youth meetings. Keep your discussions centered around the five points

under "Christianity Triumphant—Why?" Have class give reasons of their own. Then in the discussions bring out the differences between Christianity and the religions existent during the period under study. (See Qualben, chapter 3.)

Lesson 5

The filmstrip, "Death for Faith," (SVE-794-2) could be the basis for class discussion on the opposition to the church. (See Qualben, chapter 4.) Our modern day heroes, like Bishop Ordass of Hungary, can be added to those used in the Study Book. How will you help your seniors face opposition to their Christian convictions today?

Lesson 6

The spread of the church in obedience to Matthew 28:18-20 and through this spread being kept from perishing with the Roman empire is the main thought of this lesson. The filmstrip, "Open Door to Faith," (SVE-A794-3) may help give background to evangelizing the barbarian tribes. Keep the second part of the purpose in mind as you teach this lesson. (See Qualben, chapter 6.)

Lesson 7

This lesson shows the contrast between Christianity and paganism. Pictures of hospitals, schools, orphanages, as well as pictures which indicate our scientific and cultural

progress displayed in the classroom will help point out the tremendous contribution of the Christian church to what is fine and noble in modern civilization. This contrast can become more vivid if you include in your pictures examples from nations which have not been won over by the Gospel.

Lesson 8

Some frames in the filmstrip, "Defeat in Victory," (SVE-A794-4) may help in presenting the development of papal power and the need for reform. Relate "Mistakes of the Middle Ages" (T.G. page 42) with mistakes to avoid today. (See Qualben, chapter 6.)

Lesson 9

Islam is very much alive in the Near East today. Missionaries on the foreign field feel its energetic campaigns. It is not a dead false religion. A copy of the Koran would help create interest. (Your public library may have a Koran.) High school students have studied the Mohammedan rise in history. Use this knowledge in teaching.

Lesson 10

Portions of the filmstrip, "Defeat in Victory," will help present the rise of monasticism. Keep before your seniors the challenge that the Christian is to be a leaven in society and not to retreat from it.

(See Qualben, chapters 4, 5, and 6.)

Lesson 11

"Minority Protests" highlights efforts for reform made prior to the Reformation. Why did these reform efforts come up? It should become clear through your class discussion that God was preparing the stage of history for what was to follow. (See Qualben, chapter 7.)

Lesson 12

Names such as Wyclif, Hus, and Savonarola should stir the imagination of seniors. You may want to have three seniors report on these three great men. Help your class see that there was a general desire for reform. Outline on the chalkboard the reforms the three men listed above desired. (See Qualben, chapter 8.)

Lesson 13

This lesson sets the stage for the Reformation. Seniors have studied the period of the Renaissance. Review significance for the Reformation. Your lesson could center around "The Reformation Strategy." (S.B., page 62.) Compare the four points with the strategy of your congregation. Make the four-point strategy relevant for our age. (See Qualben, pages 195-201; chapter 9.)

Audio Visuals for Use with the Christian Growth Series

• Fall Quarter

October, November, December, 1957

ENRICHED teaching can result when the proper audio-visual resource is used creatively in Christian education.

To accomplish this the teacher must be willing to work. Because it takes work many are unwilling to use modern projected audio-visual resources. Some who simply "show" a film or filmstrip or "play" a recording wonder why they do not appreciably assist in learning.

We are learning, ever so slowly, that the audience must be *involved* in more than simply seeing or hearing to be sure maximum results are attained. This means involved even in *selecting* the audio-visual! That is one reason we list several audio-visuals for each lesson. Teachers can do the selecting, but it is even better to allow some pupil involvement in having the pupils help select.

Pupils should also be involved in the presentation—through such de-

vices as "directed viewing" (having special things to look for or to listen for); "interrupted film" technique (stopping a film for audience to do some problem solving, discussion, etc.); projection operation script reading; and note-taking during a presentation! All this takes planning. But it all adds up to a more vital lesson.

Other tips for good results: order early; preview every audio-visual; practice before the session; be sure of ventilation; go to some audio-visual workshop to develop some skills in utilization; use some of your own ideas.

Filmstrips shown below (abbreviated Fs) are listed with their sale price only. Augustana Audio Visual Service maintains a rental library for filmstrips valued at \$10.00 or more. Rental fees are either \$2.00 or \$2.50 plus handling charges. The less expensive filmstrips are available for purchase. Either rentals or purchases may be

ordered through Augustana Audio Visual Service, 2445 Park Ave., Minneapolis 4, Minn. Films (abbreviated F) may generally be rented through RFL (Religious Film Libraries) whose fourteen branches serve the entire U.S.A.

Age-group abbreviations are: P, primary; J, junior; I, intermediate; S, senior.

PRIMARY II—Fall Quarter

BIBLE PEOPLE AND GOD

Session 1—The Land of the Bible

Fs—*Palestine in Jesus' Day*, Part I, 64 frames, color, guide and script for teacher, \$5. (Use only the frames immediately following the maps through scene of women sewing.)

Session 2—A Happy Family

Fs—*At Home in Nazareth*, 37 frames, color, script, \$6. (Use as part of pre-session activity.)

Session 4—At the Market Place

Fs—*Market Day in Galilee*, 27 frames, color, script, \$6.

Session 5—Festival Time

Fs—*Thanksgiving With Jesus*, 21 frames, color, script, \$4. How Jesus may have celebrated the Feast of Booths as a boy.

Session 6—Going to Jerusalem

Fs—*A Trip from Nazareth to Jerusalem*, 26 frames, color, script, \$6.

Session 7—Going to Church

Fs—*When Jesus Kept the Passover Feast*, 22 frames, color, script, \$4.

Session 8—Keeping Sunday

Fs—*The Sabbath in Capernaum*, 26 frames, color, script, \$6.

Session 9—God Cares About Us

Sfs—*To Everything a Season*, 40 frames, color, script and LP recording, \$12.50. God's plan of seasons, in a beautiful setting, might be used as part of concluding departmental worship.

Fs—*Seedtime and Harvest*, 34 frames, color, script, \$5.

Session 10—God Promised Jesus

Sfs—*Christmastide*, 40 frames, color, script with LP recording, \$10.

Session 11—God Came to Earth Through Jesus

Fs—*The Baby King*, 23 frames, color, script, \$5.

Fs—*And There Were Shepherds*, 30 frames, color, script, \$5.

Sfs—*Shepherds Out in the Fields*, 39 frames, color, script, with LP recordings, \$9.

Sfs—*Holy Child of Bethlehem*, 37 frames, color, script with 2 78 rpm recordings, \$11.50.

Session 12—God Guided the Wise Men

Fs—*The Wise Men*, 29 frames, color, script, \$5.

Session 13—God Cared About Jesus

Sfs—*Good News to All People*, 40 frames, color, script with LP recording, \$9.

JUNIOR II—Fall Quarter

CONQUERORS, SETTLERS AND KINGS

Session 1—A Great General

Fs—*Joshua*, 35 frames, color, script, \$7.50.

Session 3—Be Prepared

Fs—*Gideon*, 25 frames, color, script, \$5.

Session 5—Strong Muscles Are Not Enough

Fs—*Samson, A Picture Story of the Old Testament*, 40 frames, b&w, script, \$3.

Session 6—A Loyal Daughter

Fs—*The Story of Ruth*, 34 frames, color, script, \$7.50.

Session 8—A Good Son Becomes a Great Man

Fs—*Samuel, the Temple Boy*, 56 frames, color, script-on-film, \$5. (Same filmstrip with pictures only, no script, 28 frames, \$5.)

Session 9—The First King

Fs—*King Saul*, 32 frames, color, script, \$7.50.

Fs—*Saul and David*, 35 frames, color, script, \$7.50. (Episodes in

this filmstrip are related to Session 10 and should be used at that time.)

Session 10—The Second King

Fs—*Saul and David*, 35 frames, color, script, \$7.50. (See above under Session 9.)

Fs—*King David I*, 32 frames, color, script, \$7.50.

Fs—*King David II*, 35 frames, color, script, \$7.50. (It will not be possible to use all three filmstrips above, although the lesson covers the whole story of David.)

Session 11—The Third King

Fs—*Solomon, King of Israel*, 31 frames, color, script, \$5.

Fs—*King Solomon*, 35 frames, color, script, \$7.50.

Session 12—In the City of David

Sfs—*Shepherds Out in the Fields*, 39 frames, color, script, with LP record, \$9.

Sfs—*Holy Christ of Bethlehem*, 37 frames, color, script with 2 records, \$11.50. (Many other filmstrips and several films of value could be suggested for this session. Please consult the latest audio-visual catalogs.)

INTERMEDIATE II—Fall Quarter

GETTING ACQUAINTED WITH THE OLD TESTAMENT

Session 1—We Examine the Old Testament

Fs—*Our Old Testament Heritage*, 66 frames, color, script, \$5.

Session 3—How Did the Hebrews Live?

Fs—*Palestine in Jesus' Day*, Part 2, 60 frames, color, script, \$5. (Although this relates to 1st century Hebrew life, it is typical of the life in late Old Testament times, and selected frames from this filmstrip will be very useful.)

Session 6—Hebrew Festivals

Fs—*The Feast of Lights With Jesus*, 20 frames, color, script, \$4.

Fs—*When Jesus Kept the Passover Feast*, 22 frames, color, script, \$4. (Either of the above will be useful

even though produced for younger groups and relating an imaginary episode in the life of Jesus.)

Session 7—How Did the Hebrews Worship?

Fs—*Solomon's Temple*, 18 frames color, script, \$4.25. (Describes the Howland-Garber scale model of the famous Temple of Solomon.)

Session 12—It Happened in Bethlehem

Sfs—*The Enrollment at Bethlehem*, 39 frames, color, script and LP record, \$9.

Sfs—*Shepherds Out in the Fields*, 39 frames, color, script and LP record, \$9.

SENIOR II—Fall Quarter

THE FIRST FIFTEEN CENTURIES

Session 1—The Church's One Foundation

Fs—*The Church Is Born*, 32 frames color, script, \$5.

Session 3—Christianity Is a Challenge

Fs—*The Church in New Testament Times*, 67 frames, color, script sale \$5.

Session 4—Christianity and Other Religions

Fs—*Death for Faith*, 31 frames color, sale \$5.

Session 5—Christians Must Face Opposition

F—*A People Without Fear*, 27 minutes, b&w, \$8; color \$12.

Session 6—The Mission of the Church

Fs—*Open Door to Faith*, 40 frames color, script, \$5.

Session 7—The Church and the World

Fs—*Defeat in Victory*, 39 frames color, script, \$5.

Session 9—The Threat of a False Prophet

Fs—*Islam Today*, 30 frames, color, script, \$6.

Session 12—Truth Seekers Prepare the Way

Fs—*The Church Militant*, 40 frames color, script, \$5.

Session 13—A New Day Challenges Religion

Fs—*Rebirth of Faith*, 38 frames color, script, \$5.

Would You Teach a Small Class?

by W. G. MONTGOMERY

IN THIS age of huge mergers, machines, commercial combinations, crowd psychology and so called "collective security," the value of the lone individual is almost overlooked. His individual importance is being lost among flying spindles and h u m m i n g wheels. But Jesus was so concerned about the lone person that he once asked, just what shall it profit a man, any man, though he gain the whole world and yet lose his own soul?

The notion of bigness, however, seems to have taken hold of our present generation. If a thing is big, then that of itself, makes it important. We are being obsessed today with the false values of bigness. It is the big store, the big crowd, the big church, the big class that's important. And this material notion that bigness only important can become the one big mistake among church schools and teachers.

In reality there is no such thing

as a small class. The size of a church or class is not measured by numbers, but rather by its quality and purpose. A class of four or five pupils may contain possibilities of which most of us have not realized.

Now, I suppose that most schools whether large or small in membership, will necessarily have some classes with only a few pupils each; and I have known some teachers to refuse such classes because they were small. Probably they felt that their talents would be wasted in teaching only a handful, and therefore, would not teach at all because they might do more good by becoming a member of a large class where they could join in the discussion.

Yet I recall that the class Jesus taught numbered only twelve men, some of whom didn't seem to possess many possibilities; and that one of these went utterly bad. Neither do we hear much about some of the others; but the



"quality" ones went out and turned the world upside down. And it could be that sometimes more quality and purpose can be found in the small class than in the very large one which has become little more than a "club."

Nor do I mean to say anything against the large class. We all like large classes. They stimulate and inspire us. Rather, I wish to emphasize the importance of the small class; for just as great oaks spring up from small acorns, so do great leaders often come out of small classes. Indeed, from a percentage basis, it is a fact that more great leaders emerge from small groups than from larger ones. And thus I feel that a teacher who refuses the small class because it is small in number is forfeiting a big opportunity for doing good.

In fact, it has been often proved that what we think of as "big" in this world is not nearly so big as some of the smaller, unnoticed things in life.

I am sure that machine methods cannot be successfully applied to religion and the development of character. Whole groups, crowds and countries will never be saved en masse. The social gospel may help but it is not the one that

saves from sin. It is the individual gospel that reaches people one by one which is most needed today.

Introducing individuals to Jesus, bringing companions, playmates and friends to him is probably the most difficult thing a teacher will ever be called on to do, and also the most important thing. His success or failure will depend largely upon the way he handles this one situation.

I am sure that no teacher, however wise, will ever be able to improve upon the method Jesus used in winning converts; and his main method seems to be that of seeking and saving individuals one by one. Indeed, I feel that the only sure way of building up the Kingdom of God in the world is that of constructing it with individuals, just as the great building goes up one brick at a time.

Is this process too slow for some of us? Well, it may be a slow way, but it is certainly the surest and most permanent way. And don't you believe that the teacher of a small class has as good or a better chance to lead his pupils to Christ as does the teacher of the large class? His opportunity for contacting each individual is better and this is what counts most in winning others to Christ.

I believe a prophet once advised us not to despise the way of small things or beginnings. Not only is the small class important, but it

can become a larger class by proper instruction and inspiration. And the one converted person may go out and bring in others. Jesus, apparently, was never much concerned about the crowd as a crowd. His supreme interest was in individuals.



Most of his parables had to do with individuals, as for example, the prodigal boy, the woman at the well, the good Samaritan, the lost coin, the one sheep which had wandered away, or the one pearl in a farmer's field. As I read the story of his life it seems to me that Jesus spent most of his time in helping individual persons, and that no class was too small and no person ever too lowly to call out his best.

His large following, too, was built up by recognizing the possibilities in the individual and utilizing them. Suppose he had failed to see Zacchaeus in the tree that day, or had never noticed Peter at his nets, and had passed Matthew by because he was a tax collector? Probably some of us would have passed Peter by because as an individual, he was not apparently important, just a working man

trying to make a living with his nets; and the other two were unpopular because of their profession. Yet Jesus saw great possibilities in them.

It is a singular fact that Jesus selected his followers one by one instead of in groups, as some of us might do today; and this method of the Master indicates to me that a teacher's influence is not determined by the number in his class nearly so much as by the separate individuals he inspires to great living.

That immense human values are going to waste in many individual lives about us would not be questioned, I believe, by anyone; and finding these values and developing them is a high privilege for all of us who teach, regardless of the size of our class. And I'm sure, too, that the teacher of a small class has a better chance of discovering and developing such values than does the teacher of the large class.



Someone has said that if two angels were sent to earth, one to run an empire and the other to sweep a street, neither would have any desire to exchange places with the other; which means, I believe, that positions are not important

because of their size or prominence, but because of the good one can do. And with this standard I would say that no position in the school is any greater than that of being the teacher of a small class.

Do you recall that pastor in Scotland who was asked to resign because a whole year had passed without any additions to the church? "We love you," said the officials, "but we cannot go on like this."

"Yes," replied the pastor, "I guess you are right. Maybe I should resign. But I do remember that wee Bobbie Moffat was converted and I took him into the church; just a wee bairn, though, too little to be counted." And yet it was this little boy, too unimportant to be counted, who became

the first missionary to Africa, opening up that dark continent for a man named David Livingstone, and whole companies of missionaries who have followed since. And just as that "unimportant" lad immortalized his home church, so it could be that someone in the small class might immortalize his teacher.

Even the big group or class is made up of individuals; and it is true that every great reform or spiritual movement was started by some lone person who was often obscure and unknown. Unless we get away from the notion that bigness is everything, and begin to take notice of the individual, the great leadership we have known in the past will deteriorate and decay as surely as sundown brings darkness.

